

# Mathematics: 4 Years

## Counting and Cardinality

### 1 Know number names and the count sequence 1

#### A Know Number Names and the Count Sequence

- 1 Count verbally to ten by ones. [PK.CC.1](#)
  - 2 Recognize the concept of just after or just before a given number in the counting sequence up to ten. [PK.CC.2](#)
  - 3 Identify written numerals 0- 10. [PK.CC.3](#)
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### 2 Count to tell the number of objects. 2

#### A Count to Tell the Number of Objects

- 4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality. [PK.CC.4](#)
  - a When counting objects, say the number names in the standard order, pairing each object with one and only one number name. [PK.CC.4A](#)
  - b Recognize that the last number name said tells the number of objects counted. [PK.CC.4B](#)
  - c Begin to recognize that each successive number name refers to a quantity that is one larger. [PK.CC.4C](#)
- 5 Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects). [PK.CC.5](#)
- 6 Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects). [PK.CC.6](#)

#### B Compare Quantities

- 7 Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects). [PK.CC.7](#)
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## Operations & Algebraic Thinking

### 1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from 1

#### A Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From

- 1 Explore addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, or verbal explanations (up to five). [PK.OA.1](#)
  - 2 Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings). [PK.OA.2](#)
  - 3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five. [PK.OA.3](#)
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## Number and Operations in Base Ten

### 1 Work with numbers to gain foundations for place value. 1

#### A Work with Numbers 0-10 to Gain Foundations for Place Value

- 1 Investigate the relationship between ten ones and ten. [PK.NBT.1](#)
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## Measurement & Data

### 1 Describe and compare measurable attributes. 1

#### A Describe and Compare Measureable Attributes

- 1 Describe measurable attributes of objects, such as length or weight. [PK.MD.1](#)
- 2 Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter. [PK.MD.2](#)

#### B Sort Objects into Categories and Compare Quantities

- 3 Sort objects into selfselected and given categories. [PK.MD.3](#)
  - 4 Compare categories using words such as more or same. [PK.MD.4](#)
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## Geometry

### 1 Identify and describe shapes/reason with shapes and their attributes. 1

#### A Identify and Describe TwoDimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle)

- 1 Match like (congruent and similar) shapes. [PK.G.1](#)
- 2 Group the shapes by attributes. [PK.G.2](#)

#### B Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking

- 3 Match and sort three- dimensional shapes. [PK.G.3](#)
- 4 Describe three-dimensional objects using attributes. [PK.G.4](#)
- 5 Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc. [PK.G.5](#)